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| Assessment Task Planner  ***Sample Template*** | | | | | | |
| Year Group | 11 | Language | | Modern Hebrew (Continuers) | | |
| Name of Unit | Topic: School Future Plans  Sub topic: | | | | | |
| Goals of the task | By doing this task, the students will demonstrate their ability to:   * Discuss the daily school routine, certain grammar structure, what they love about school, recess, relations, future aspiration (future tense), constant state of a noun (dialogue between students – comparing them) | | | | | |
| Type of task  Eg. Group project; In-class test;  Take-home project; Presentation | * Students will demonstrate their ability to talk about school and their future aspirations – * Students will understand and use correctly the following grammar structures… | | | | | |
| The Task   * What will the students do? * How will they demonstrate their understanding? | Students:  Step 1: Watch video of school in Israel  Step 2: Interviews with students comparing schools in Australia and Israel  Step 3: Based on the video students write about “Their ideal school” | | | | | |
| Skill/s to be targeted  (tick all that apply) | Listening  \* | | Reading | | Writing  \* | Speaking  \* |
| Content  What knowledge will students be asked to demonstrate?  Eg. Daily Routine vocabulary, subjunctive tense | Vocabulary and grammar structures related to:  daily school routine, what they love about school, recess, relations, future aspiration (future tense), | | | | | |
| Syllabus outcomes | 4.3; 4.2  2.1; 2.2; 2.3  1.2, 1.1; 1.3  3.2 | | | | | |
| Marking Criteria | Students will be marked on:   * Speaking * use range of vocabulary and structures that build upon prior learning * use of focus grammar structures and vocabulary * sequencing of ideas, correct pronunciation | | | | | |
| Feedback  How will feedback be provided? | To student:   * marking rubric/written comments   To teacher:   * what did I learn from the task   To parents: | | | | | |
| Evaluation/Reflection  How will you evaluate the success of this task? |  | | | | | |
| Resources |  | | | | | |